unitPIE 2014-15 2015-16 2016-17 2017-18

Planning for Institutional Effectiveness

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NOTE: This PIE Form is optimized to be used in Acrobat or Adobe Reader 10 or later.

Planning for Institutional Effectiveness

unitPIE 2014-15 2015-16 2016-17 2017-18

UNIT	World Languages Department	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Luisa Howell & Solène Halabi	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	lhowell@mtsac.edu & shalabi@mtsac.edu	☑ Summary	☑ Planning	☑ Planning	☑ Planning

Your Unit Program Review will be recorded on this form summarizing the current year and documenting planning for the next three-year cycle.
Please remember *that all outcomes assessment work should be recorded in TracDat (http://tracdat.mtsac.edu/tracdat) in order for your assessment work to best contribute to institutional reports. Outcomes assessment work may include courses, programs, direct and indirect services, organizational structure, structural elements, and institutional outcomes. Respond to only the outcomes categories or types that apply to your unit.*

Institutional Planning Framework

The college is unified through its demonstrated connection to the mission. Driven by the California Master Plan for Higher Education, revised by the President's Advisory Council, and approved by the Board of Trustees, it informs all planning and assessment.

Institutional Mission

The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.

Unit Mission

Enter your Unit mission statement here if applicable

College Themes and Goals

College themes and goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

Theme A: To Advance Academic Excellence and Student Achievement

College Goal #1 — The college will prepare students for success through the development and support of exemplary programs and services.

College Goal #2 — The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals.

College Goal #3 — The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels.

Theme B: To Support Student Access and Success

College Goal #4 — The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services.

College Goal #5 — Students entering credit programs of study will be ready for college level academic achievement.

College Goal #6 — The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer.

Theme C: To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement

College Goal #7 — The college will secure funding that supports exemplary programs and services.

College Goal #8 — The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs.

College Goal #9 — The college will provide opportunities for increased diversity and equity for all across campus.

College Goal #10 — The college will encourage and support participation in professional development to strengthen programs and services.

College Goal #11 — The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community.

College Goal #12 — The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs.

Theme D: To Foster an Atmosphere of Cooperation and Collaboration

College Goal #13 — The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions.

College Goal #14 — The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus.

Where We Are: A Summary and Analysis of the Current Year 2014-15

I. Summary Context - Unit Goals for: World Languages Department

Identify the goals that guided your Unit's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
Academic improvement	Pilot placement exam for all languages (except Spanish) Continue work with NHLRC (develop placement exams for Heritage learners and develop curriculum as needed)	B: Access and Success
Developing curriculum	Develop liberal arts program (AA degree) for all languages with four levels of classes. Complete AA-T degree in Spanish by 2015-2016 academic year,	A: Academic Excellence
Academic improvement	Apply for class size reduction when course comes up for review.	B: Access and Success
Academic improvement	Follow through with the possibility of developing honors courses and hybrid courses	A: Academic Excellence
Academic growth	Investigate and look into the possible demand for the following languages: Urdu, Russian, Vietnamese, and Korean.	A: Academic Excellence
Developing curriculum	Develop Spanish 10, which will be a pre-requisite to Spanish 11	A: Academic Excellence
Academic Improvement	Consider reviewing English prerequisites for foreign language courses	A: Academic Excellence
Support for faculty	Pursue the possibility of consolidating offices and classrooms in one centralized location	B: Access and Success
Academic improvement	Review course outlines of records and syllabi of all courses to ensure consistency	D: Cooperation/Collaboration
Student Success	Continuing development Spanish Court Interpreting Certificate	A: Academic Excellence

II. Notable Achievements for: World Languages Department

Enter your Unit's successes for the 2014-15 year in the table below. This provides opportunity for closing the loop on your Unit's activities completed this year. *Text boxes will expand as needed. Add rows (+), delete rows (X).*

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	Working with the Director Assessment and Matric, World Languages Department (WLD) decided to use the services AVANT Assessment to establish a placement exam for all languages. A Pilot for Spanish Placement Exam will take place in Fall and Spring 2015-2016 WLD decided to establish Credit by exam, as a more efficient way of placing our students, serving them, and fomenting Student Success. Selecting or writing a placement exams (STAMPP) to aid students' degree completion and therefore Student Success	Unit: Academic improvement A. Academic Excellence
High	Two workshops were held on Spring 2015, 2 Skype meetings were held with NHLRC (National Heritage Learners Resource Center) , Curriculum to work on Fall 2015.	Unit: Academic improvement D. Cooperation/Collaboration
High	Spanish discipline wrote a general course description for Spanish 10, which will serve a pre-requisite for Spanish 11. Development of curriculum will continue in Fall 2015. World Languages Department decided to establish Liberal Art Degrees in Chinese, French, Italian, Japanese, and perhaps Spanish. Spanish faculty continue working on the development Spanish ADT program, anticipated completion in the academic year 2015-2016.	Unit: Developing curriculum A. Academic Excellence
Med	New leadership in Instruction does not approve of stacked Honors classes. Spanish is considering Honors classes. Decision still pending.	Unit: Academic improvement A. Academic Excellence
High	Development of Spanish 1 and Spanish 2 Hybrid classes is pending as Spanish faculty is presently involved in the AAT degree, placement exam pilot, curriculum for Heritage classes, and credit by exam.	Unit: Developing curriculum A. Academic Excellence
Med	4 Spanish sections participated in the Teacher Prep program for academic year 2014-2015	Unit: Support for faculty A. Academic Excellence
High	ENRICHMENT ACTIVITIES: The Department continued its sponsorship of extracurricular activities that celebrate the diversity of our student body and serve to enhance our curriculum and provide additional areas and options for students' cultural growth and awareness. Department members have sponsored, supported, overseen and implemented these activities. They included the annual Posadas, Dia de los muertos, and Mexican Independence day celebration with the performance of the Pomona Youth Orchestra, as well as French and Italian cuisine. Faculty members club include the following clubs: French, Italian, I.D.E.A.S., Japanese, Chinese Christian Club, and Muslim Student Association.	Unit: Student Success B. Access and Success

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	Department faculty involvement in community events, including celebrations of Hispanic Heritage Month, Cesar Chavez. Department faculty organized off-campus trips to theatrical productions, cultural events, and opera productions.	Unit: Student Success
		D. Cooperation/Collaboration
High	The Department organized 2 Flex Day Workshops for all faculty. Full and adjunct participated on establishing SLOs for all levels and all languages taught. Faculty will attend the National Heritage Language Resource Center at UCLA's conference. Faculty has presented at and attended various campus workshops, and off-campus conferences (e.g. AATSP, LLC TECH WEEK, CCCFLC)	Unit: Support for faculty
		D. Cooperation/Collaboration

III. External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment

The following table is intended to track conditions that influence planning over a multi-year period beginning with the 2014-15 year. Please include data. The "Link to Data Sources and Support Options" button will open a Mt. SAC webpage that offers suggestions and links for possible data sources for your Unit. Text boxes will expand. *Add (+) rows, delete (X) rows as needed.*

		Link to Data Sources and Support Options	

Year	*Add item*	External Conditions, Trends, or Impacts	Data Sources
2014-15		Budgetary cuts and enrollment: Although our offerings are not to the level that they were before the recession, they are increasing. Our offerings in the summer continue to be minimal.	chairs
2014-15		Growing demands: We now offer all languages during the winter intersession, and have begun to offer weekend classes. Times are changing, and some students are returning to the classroom while others are finding jobs. This has resulted in an increase in enrollment and higher demand for some of our classes. Such is the case that we will be hiring five more adjunct faculty this summer to teach in the Fall of 2015. We anticipate slow and steady increase in enrollment that will trigger increase in faculty hiring. We remain hopeful that we are able to return to what used to be our usual numbers so that we may continue to grow our programs. Our largest demand continues to be for Spanish classes. In the last ten (10) years, despite the recession, overall Mt. SAC's enrollment has increased. The largest increase has been among Hispanic students, with the second among Asian students. We are hopeful to be able to continue growing our program in order to better serve our student population. There has also been significant growth of other groups. There is more demand for Arabic classes than there were before, and in our student body we have also seen increase in such other groups as Koreans and Vietnamese. As we have increased offerings, we have also seen increasing demand for German classes. The Department is in process of growing the German and Arabic program and developing curriculum for a Russian program. In Arabic, we are looking forward for writing curriculum for Heritage Learners. With the increasing promotion of a more simplified Chinese by the Chinese Government which differs somewhat from traditional Mandarin, our Department needs to consider the immediate and future needs of our students and review, with the goal of revising where necessary, curriculum. Our department will see support from Research and Institutional Effectiveness to aid in focusing on student demands and needs and re-structuring where it is needed to do so. In order to meet continued growing demands, our department has decided to develop Liberal Arts program that will include all languages with four level classes. As a result of this, we will also be re-established previous curriculum in Conversation courses, and will consider adding other relevant courses such as Civilization courses, Literature courses, Composition courses, Culture through Cinema courses, etc.. In keeping with this plan growth and in order to serve our students better, and to promulgate Student Success, we will be running a pilot in Placement test in Spanish in Fall 2015, and look forward to do the same in all languages thereafter. In addition, we will be reviewing established programs for Credit by Exam in Fall 2015 also.	Mt SAC website
2014-15		Underprepared students: Though this Department teaches all languages other than English, and as such there are differences that cause interference in assimilation, it relies also on English for those items of the language where transfer facilitates learning; particularly in such languages as Spanish, French, Italian and German. Not having an English pre-requisite means that our language students include students with little or no knowledge of basic English grammar. We will establish a goal to reach a decision regarding this issue by Spring 2016.	World Languages Department
Year	*Add item*	Internal Conditions, Trends, or Impacts	Data Sources

Year			Data Sources
2014-15	Adequate location of classrooms and office facilities: Not having our offices and classroom in close proximity, having classes in several different buildings throughout the week and not having adequate facilities for our Adjuncts continue to have a negative impact on the services that we provide to our students and on the ability of faculty to interact professionally. Because of internal difficulties our Department was split and its members assigned to 3 other departments for 2 or 3 years, during which time the Humanities Division was re-arranging Departments, classrooms and other facility locations. Not having a Department chair, adequate facilities were not sought or arranged in a way to serve our students adequately. Consequently, departments with similar or smaller size, serving similar or smaller number of students have far more adequate centralized facilities for their students than we do. Our department has 9 full time faculty (it is one short due to a retirement two years ago) and approximately 43 Adjunct faculty. Our classes are held in 7 different buildings (21G, 26, 28, 40, 61, 66 and 67). To date our students and faculty continue to be affected detrimentally.		World Languages Department
2014-15	Ratio of full time to adjunct faculty: The high ratio of student makes service to our students inadequate. It also limits our ability to develop curriculum in order to serve our students and facilitate student success. As the economic situation normalizes we hope to be able to increase the number of full time faculty to be able to provide adequately for the needs of our students and contribute more efficiently to student success.		World Languages Department
2014-15	Classroom Maintenance: Regular classroom maintenance has been affected as staff was cut. This affected not only the cleanliness of classrooms, but that of the white boards that we use regularly. Faculty often cleaned the board either at the beginning or end of class, but this was at times difficult as either students or incoming faculty were allergic to cleaning substances. Moreover, some of the classrooms that our adjunct faculty use are inadequate for teaching. The whiteboards cannot be erased properly, so teachers have to write on dirty board. The seating arrangement doesn't allow for group activities that are traditionally done in our classes; and in some classes, there are exposed wires. It is hoped that this situation is improved as our faculty along with the overhead projectors, use the white board regularly and will often have students also complete exercises on the board.		World Languages Department
2014-15	Smart Classrooms: Old computer mice that don't function as they should add to the delay or frustration in using the computers. We are really happy that all our classrooms are equipped appropriately.		World Languages Department
2014-15	Faculty computers: Our computers function and IT does a very good job of providing support. Several of our computers have been replaced. However, the computers in 66-???? that are in constant use by our adjunct faculty need to be replaced since they are very slow, old, and outdated. In our department, one full-time faculty has no printer; three faculty printers are no longer working. We need a department printer that we can set up in the adjunct office to serve these teachers, and eventually the entire department.		World Languages Department
Year	Add item	Retention and Success Data	Data Sources
2014-15	*Enter/Discuss Retention and Success Data that will inform your PIE Planning this year. Add(+)rows for each item.*		*Cite Data Sources*
Year	Add item	Critical Decisions	Data Sources

Year		Data Sources
2014-15	Classroom, office location and facilities for adjunct faculty: We are increasingly frustrated for having experienced seven years of inability to service our students adequately, not being able to have the usual professional exchanges that contributed to our growth and benefitted our students, having very limited facilities for our adjuncts and not receiving much support from administration. This frustration was further exasperated by Spanish Discipline faculty who requested to co-sponsor a conference with AATSP (American Association of Teachers of Spanish and Portuguese) at Mt SAC. After being approved by the Dean in Fall 2014, and having provided a sequence of documentation supporting the co-sponsorship and many benefits to the Department, three weeks prior to their conference taking place, Instruction informed Spanish that they would not be able to co-sponsor the event. Though Mt SAC provides many workshops on a variety of subjects, pedagogy workshops in our area of discipline can only be acquire through off-campus conferences. Our faculty was going to present at the conference, and would be in full attendance. Having the conference at Mt SAC would have been compatible with Mt SAC mission, better prepared faculty will serve students better, and contribute to Student Success. Since the Department was re-unified and when initially moved into Building 66 and 26 it had set as a main goal being able to have their offices, classrooms and adequate facilities for its adjunct facility in one building. (That was about 10 years ago.) The Division was approached by our then co-chairs and we were told that nothing could be done. Facility Planning has continued to be worked on and designed at the exclusion of the needs of our Department. New buildings have gone up, others have been planned and the needs of our students, be they directly or indirectly through the needs of our department and faculty, have gone largely ignored. In the spring a letter was sent to the Dean and the Department decided to establish a committee with the purpose of seeking this very important goal. When seeking members for a committee, all Department members wished to join in the effort. Thus far, these needs have received no support or action on the part of the Administration. We hope that with the increase in enrollment, and students demands for our class, the Administration will see it fit to provide our students with more adequate facilities.	World Languages Department
Year	*Add item* Progress on Outcomes Assessment	Data Sources
2014-15	*Enter/Discuss your Unit progress on outcomes assessment and how it will inform your PIE Planning this year. Add(+)rows for each item.*	*Cite Data Sources*

IV. Alignment and Progress on Unit and College Goals: Closing the Loop

This section serves as a "reporting" function. It shows how your Unit closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your Unit's outcomes? What progress has your Unit made with the resources provided? Include progress on plans that did not require new resources if applicable. You are also prioritizing your Unit's progress or outcome for inclusion in your manager's summary. The **Plan Status** drop-down offers a time-frame update on the progress of your plan.

Some information has been pre-loaded into this form by your manager. Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained *(if any)*		Resources Secured *(if any)*	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Priority	Rosetta Stone Language Lessons Version 3 for Higher Education Site License (249 licenses)		$ $12,600.00		Select Unit Goal
			Lottery		Select College Theme
			Source 2		
	Plan Status	Complete			
Priority	Training		$ $500.00		Select Unit Goal
			Source 1		Select College Theme
	Plan Status	Complete	Source 2		

SectionTwo

I. Planning Context - Unit Goals Assessed and Revised for: World Languages Department

This table contains your goals as noted in Section One for 2014-15. Review your Unit's goals and revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2015-16, 2016-17, and 2017-18. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
Academic improvement	Pilot placement exam for all languages (except Spanish) Continue work with NHLRC (develop placement exams for Heritage learners and develop curriculum as needed)	B: Access and Success
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Academic improvement	Review course outlines of records and syllabi of all courses to ensure consistency	D: Cooperation/Collaboration
Student Success	Continuing development Spanish Court Interpreting Certificate	A: Academic Excellence

II. Annual Implementation Plan for: World Languages Department

 This section serves as a "planning" function. This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success. Use the Expected Outcomes section to describe how the plan and resources requested is supported by your Unit's to outcomes assessment plan. This section will also be used to record revisions to plans as needed across the three years of planning.
Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed *(if any)*	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
High	Department printers		$ $12,600.00	*Discuss expected outcomes for this plan and assessment criteria for success. This refers to learning, service, organizational structure, structural elements, or institutional outcomes*	Unit: Support for faculty
			Source 1		
New	Projected Completion	2015-16	Source 2	Person Responsible	C. Secure Resources

III. Resources Identified in Relation to Planning

This section will serve the budget prioritization function in the Manager's PIE. Your manager will inform you when actual quotes are due.

Section Three

Recommendations for Improving the Planning Process

What additional information should the College provide to assist your Unit's planning?

Enter additional information suggestions here.

What suggestions do you have for improving the planning process for your Unit?

Enter your suggestions for improvement here.

Enter your name as contributing to and approving of this Unit PIE Plan below. *Add rows (+) as needed.*

Contributer		Contributer	
Luisa Howell	☑ Approve	Solène Halabi	☑ Approve

Thank you for completing the Unit PIE form summarizing 2014-15, and initiating your Unit's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Unit's manager by 06/30/ 2015.
Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at dsciore@mtsac.edu